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IN THIS ISSUE: "The Less Gifted," page 159;
"The Problem of the Speech Defective," page 162.

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JOURNAL of EDUCATION

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EDITORIALS

Know What and How

IN the spring of 1920 we saw the most remarkable acre of apple trees in Southeastern Ohio that we have seen anywhere at any time.

That acre two years before had produced only one good apple, and the owner advertised that apple-tree wood was of high value for some kind of manufacturing, and he would give these trees to any one who would cut them down and take out the roots.

The expert state orchardist, seeing the advertisement, went to see what was the matter with the trees. The trees blossomed wonderfully, the apples "set" well, but when they were as big as walnuts they fell off.

The orchardist gave all but seven of the trees the right spray in the right way at the right time, and the owner sold seven hundred dollars worth of apples from an orchard that produced but one apple the year before.

The expert made an interesting demonstration with the other seven trees. On one of the trees he used the same spray at the same time as the others, but sprayed only as high as he could from the ground. As high as he sprayed there were good apples in abundance, but none higher up.

The others were all sprayed, but none of them on the five days that he sprayed the rest of the orchard, and not one of these trees produced good apples.

Since then we are told that that orchard has the right spray used in the right way and always at the right time.

School work cannot be expected to produce results unless it is the right work done in the right way, at the right time.

The sudden death of Associate Superintendent E. W. Stitt of New York City, July 14, leaves an important vacancy in that system. He was an official of exceptional ability who was universally appreciated personally and professionally.

The Toronto Meeting

THE Toronto meeting of the World Federation of Education Associations far exceeded the highest expectation of the most sanguine promoters of this great adventure.

It was a really wonderful program in that the speakers were of superior ability. The subjects were on a high level. Every one was at his best.

The foreign delegates used superb English, and, of course, appreciated the English of others.

Dr. A. O. Thomas, president, was at his best every time, rising to great heights on the closing evening. Uel W. Lamkin was, perhaps, the highest high spot on the program. It was an occasion such as few Americans have had, and he rose to the occasion brilliantly.

Dr. William F. Russell, who has shared all responsibility with Dr. Thomas, was always the master of ceremonies. Dr. Thomas was re-elected president, of course no one else could be thought of. It is his creation, and he has avoided all pitfalls which often come to the creator of a great movement. Walter R. Siders was elected field agent in charge of offices that will be established. Mr. Siders has earned this recognition because he smoothed out all wrinkles at Edinburgh, and it required supreme skill at times. Not only was he entitled to this recognition, but he has demonstrated great skill as well as vision in directing the financial affairs of the National Education Association for several years.

Among the prominent papers were those of Caroline S. Adair, president of the National Education Association; Dr. Fanny Fern Andrews of Radcliffe College; Dr. Walter S. Athearn, director of School of Religious Education, Boston University, and ex-Governor Carl E. Milliken, of Maine, now secretary of the Moving Picture Association; Dr. Paul Monroe of Teachers College, New York City; President J. A. C. Chandler, William and Mary College, Virginia; President Rufus Von Klein Smid, University of Southern California; Mrs. Carrie Chapman Catt; Mrs. A. H. Reeve, president, National Parent-Teachers Association; Colonel Milton McRea, San Diego; Mrs. Mary C. C. Bradford, Denver, long state superintendent of Colorado, and president of the National Education Association, 1918, famous meeting in Pittsburgh; Judge Florence Allen, Ohio Supreme Court.

Raphael Hermann, who provided the twenty-five thousand dollars for the prize won by Dr. David Starr Jordan, and who has been one of the chief financial backers of the Federation from the first, was really the most important speaker of the session. His residence is Los Angeles, whose superintendent, Mrs. Susan M. Dorsey, made one of the memorable addresses of the meeting.

President Augustus O. Thomas confidently expects to have a fund of ten million dollars, which is no longer a large sum for any great cause like this. The next meeting, 1928, will be in Geneva.

Macmillan in Boston

THE MACMILLAN COMPANY is to build in the heart of Boston, and will pioneer the publishing business in the famous Back Bay District. This is as interesting to Boston as it is to the Macmillan Company. They are to erect a building on Newbury street, corner of Fairfield. Nothing has had quite the same significance for Boston publishing interests in many a day. It is fresh demonstration of what we have known for a long time, that New England is one of the best school book territories between the seas, and the Boston publishing houses have been thriving greatly. Indeed, Boston business is having a genuine boom so far as its national leadership is concerned. We greatly rejoice in the coming of the Macmillans to a new building for their sole occupancy, because it will mean much to Boston as it surely will to them.

What Is Your Professional I.Q.?

[Answers are on Page 175.]

171. Who selected the "Five-Foot Book Shelf"?
172. What Harvard Professor wrote "Talks with Teachers on Psychology"?
173. What two State Normal Schools are the oldest in the New World?
174. Whom did William McAndrew succeed as superintendent in Chicago?
175. Who wrote "The Evolution of Dodd"?
176. Who made the "Porter School" one of the most famous rural schools in America?
177. What word of interest to teachers is from *salt?*
178. Who is Pennsylvania's remarkable rural school leader, and from what state did he go to Pennsylvania?
179. Whom did John Grier succeed as president of Princeton University fifteen years ago?
180. Who wrote "The Man Without a Country"?

Important Chapter in History of the N. E. A.

By ALBERT E. WINSHIP

I HAVE been urged to write of an important chapter in the history of the National Education Association, which, so far as I know, no one else is in a position to write. It has to do with the change of the name of the National Teachers' Association, which had been its name from 1857 to 1870, to the National Association. While the change seemed innocent it had a vicious germ which was a breeder of trouble for several years.

The attack of Horace Mann on the schools and principals of Boston in his Seventh Annual Report of 1843, and the controversy with the "Thirty-one Boston Masters," which followed, led the term "teacher" to have high significance, as much in New York State as in New England, and the National Association could not have been born in Philadelphia in 1857 with any other name than the National Teachers' Association. It was a sacred designation.

While the early meetings were slightly attended the Association was regarded as an important American institution, and to call it anything other than the National Teachers' Association was as much a desecration as to raise the American flag stars down.

The change from National Association to National Educational Association was made in Cleveland in 1870, and when the first meeting of this National Education Association was held in Boston in 1872 with Emerson E. White of Ohio as president the meeting was boycotted by the principals and teachers of Boston, and the older Boston masters and teachers never rallied to the support of the Association until the Boston meeting of the Department of Superintendence in 1893, and there was a serious trace of this indifference until the famous meeting of 1903, when under President Eliot the attendance broke all records as did the demonstrations of hospitality.

The educational historians constantly refer to the controversy of Horace Mann with the "Thirty-one Boston Masters" as their attack on him, which has no justification whatever. His Seventh Annual Report of 1843 was a tragic attack on the schools of Boston, and the controversy was merely a skilful and brilliant warding off of the attack. While the election of the School Board of the city was a defeat for the four men who wrote the "Remarks on His Seventh Annual Report," which was the first of several pamphlets in the controversy, Mr. Mann never recovered the prestige he lost by writing that "Seventh Annual Report," and the term "teacher" became sacred in New England.

No word in the Apostles' Creed is more important to a theological fundamentalist than "Teacher" was in the National Teachers' Association in New York and New England fifty-five years ago.

There could not have been a National Association without the word teacher in the name in 1857, and to change it in 1870 to National Educational Association was sacrilegious from the standpoint of New York and New England.

The Brotherhood of the Forest

BY DOUGLASS MALLOC

I love the man who loves the wood,
Whate'er his creed, whate'er his blood.
I may not know his native land;
His creed I may not understand;
But, when we meet within the wood,
There each is silent—understood.
We worship then at selfsame shrine;
We see the same celestial shine
On lustrous leaf, on petaled flower;
We feel the selfsame grace and power;
Yea, walking on the selfsame sod,
We worship both the selfsame God.
I give who loves the wood my hands,
For here is one who understands;
Who loves the wood I give my heart,
For there responsive echoes start;
We meet in this sweet brotherhood—
We meet as Brothers of the Wood.

Belding's Page

THIS FAITH IN EDUCATION

WHEN one hears of the heroic sacrifices made by parents and by boys and girls themselves to obtain an education, one is inspired to new faith in education. Great efficacy must lie in that which people will pay so much to get—especially when it is a thing intangible, invisible, imponderable.

It is this same faith in education, shared by the public generally, which makes possible our vast systems of instruction, with their steadily rising costs. Fortunate indeed is the nation whose citizens believe in education. They have seen its fruits demonstrated. They believe in its potency. Hence there is no part of the tax burden which they bear more cheerfully than that which goes to the support of the schools.

How much of the popular faith in education is based upon the fact that it spells economic success may not be known and does not greatly matter. Education which has no dollars and cents value is poor stuff wherever you meet it. Money is not the highest motive. Yet it may lead many to undergo schooling, from which they derive much more than money.

A democracy, in particular, requires an enlightened citizenry if it is to endure. Sterling character, too, is essential. So this faith in education, so nearly universal in the land, is in truth the very bulwark of the state, the hope of the future, the principal guaranty against civic misrule and social chaos.

JUNIOR AND SENIOR COLLEGES

EVERY college has its own traditional purposes and ideals, its own conception of the kind of service it should render. No college can be expected to make itself over in a day or in a year or in four years—which is a college "generation." But colleges must be blind that do not perceive a growing need in America for a two-year cultural course, to be followed by a two-year course directed toward a vocation. Perhaps the word "cultural" does not convey the entire meaning in the first case; for it suggests something remote from life, whereas the need is for such studies as shall relate the student to life in many ways and at many points; studies which put the student into touch with many fields of knowledge and give him a rather broad notion of what the human mind has achieved up to this point—together with whatever mental development and artistic appreciation can be obtained in the process. Many students should drop out at the end of two college years, and should have the maximum of acquired knowledge and power possible of attainment in that time.

In the last two years emphasis should be placed upon the career which the graduate is expecting to follow. In this work colleges will necessarily choose certain fields for their own and not try to cover too wide a range. Even the universities will find themselves limited.

Two years of preparation for life, and two of preparation for earning a living, with true professional spirit whatever the chosen work—this is the port toward which higher education is now both drifting and steering.

Besides the one or two "floating universities" there are, no doubt, a few high and dry ones that are all at sea.

A POTENT CIVILIZER

A MAGAZINE with a million circulation is apt to regard itself as highly influential. What shall be said of a single individual whose thoughtful invention extends the benefits of literacy to a million persons each year? An educator who can do this is worthy to be hailed one of civilization's greatest benefactors.

Such is said to be the achievement of a Chinese graduate of Yale University, Y. C. James Yen, whose textbooks in Chinese have already reached a circulation of 3,000,000 copies. By selecting a vocabulary of a thousand words most commonly used and centring attention of the Chinese upon mastery of these words, Yen has dispelled much of the difficulty that has heretofore prevented the rank and file of Chinese from learning to read and write their language with its almost innumerable characters. The rudiments of the Chinese written language can thus be acquired by a Chinese native in ninety-six hours. Perhaps it would be advisable to get Mr. Yen to wave his magic wand across the problem of illiteracy in the United States. He should find it a very simple one indeed.

Sometimes the problem is to keep Athena ahead of Aphrodite.

Anson W. Belding

Associate Editor.

The Less Gifted

By ROBERT E. DOWNS

Assistant to Superintendent Edward J. Tobin,
Cook County, Illinois

ONE of the many strange things about life is our natural heritage upon which so much of life depends. Little choice do we have as to the land of our birth, the race or color we are to champion through life, the type of parents who are to pilot us through the most crucial period, or the native ability we are to possess. "All men are born equal" is a popular utterance when cajoling those who happen to be on the less successful side of life, but how much weight does it carry among the successful? No doubt those who honestly use it refer to civil rights. To be just to mankind, we must take into consideration certain handicaps which destroy at least the equality of opportunities.

Those who are associated with children in the public schools see many who merely have to mark time until they can step into an enviable position in the social and financial world; children who are not only the favorites of fate socially and financially but are also the favorites of nature in mental and physical endowments. Equally conspicuous are the children who seem hopelessly engulfed in a sea of opposite conditions. In most cases of the latter type it seems that only by miraculous chance may the children attain anything above mediocrity in the social and intellectual world.

It requires little skill to recognize these differences. It is all too easy to be carried away by the easy grace of the fortunate child. All the world loves a winner. The pace and standard set by the gifted child comes more closely in line with our ideal of educational accomplishment, but we must not follow this line of least resistance if we wish to do our complete duty as educators. We must admit that genius is developed in spite of, as much as because of, our efforts. Any one can teach a gifted child, but it takes genuine artistry on the part of the teacher to bring educational response from the less gifted.

Modern education has developed a science which helps us to recognize the varied abilities of children, to tabulate, to chart, and to scale their ability and achievement. It has familiarized terms such as M A, I Q, E A, etc., so that we no longer need hesitate in finding words to describe the mental development of our pupils, but it has taught us to brand, more than it has taught us to help, the handicapped child. Perhaps too much attention is being paid to standardizing humans and too little to humanizing standards. Intelligence tests intelligently used are helpful as guides, but the novice too often considers them infallible. Common sense coupled with a knowledge of teaching gives us similar information less dangerous to the child. The means of discovering the brand of a child's mentality is of little consequence, branding is often disastrous. Our aim should be to find what a child knows or can be taught rather than what he does not know. Then, regardless of what we find, our problem is to give him every chance of development along lines best suited to his ability, interests and future needs.

"Children live up to their reputation, therefore we must be careful in helping them to form their school reputation. Pupils are quick to sense the teacher's estimate of a pupil, and public opinion is quick to form."

"Personality—that indefinable something which people have or do not have—may be developed in the less gifted child. Intelligence, character, features of classic mould, and many other qualities are included in what we call personality."

After the child is laboriously classified we are left with a suggestion of special rooms or special schools for the less gifted child. In a great majority of educational systems both of these solutions are beyond reach, but in every system we have the less gifted child as a problem. We cannot make him fit in our educational system to his advantage without great sacrifice to the system perhaps, but there are qualities which we can give him which will help him fit gracefully and usefully in society.

Children live up to their reputation, therefore we must be careful in helping them to form their school reputation. Other pupils are quick to sense the teacher's estimate of a pupil, and public opinion is quick to form. John may be considered the class "dumb-bell" and every time he tries to recite the fear of ridicule may so oppress him that an honest effort is beyond him. Repeated failure will convince even John that his case is a hopeless one. It is not easy to understand why a teacher calls for an answer to a question from John when she

knows in advance that he cannot give it. Possibly she intends to give him a proportionate share in the recitation. John may be tactfully given questions answered by "Yes" or "No," and the teacher need not feel guilty if she occasionally indicates the correct answer by the inflection of her voice. If John blunders—"I believe you misunderstood the question, John. You thought perhaps that I asked such and such a question, but I meant so and so." He will be right the second time, and happy. The teacher's resourcefulness will develop John's confidence in himself, and public opinion will shape in his favor. Time is thus saved, John's interest aroused, and what ability he has is nurtured so that it may develop to a surprising degree. At least he is kept happy and his outlook upon life brightened so that he may leave school with an unbroken spirit.

Personality—that indefinable something which people have or do not have—may be developed in the less gifted child. Intelligence, character, features of classic mould, and many other qualities are included in what we call personality, but, coming down to earth, there are many qualities we can help children to possess which will give them a pleasing personality, one of the keys to success in life. Much of personality consists simply in cleanliness of person, graciousness of manner, and consideration for the other fellow. Promote this in the less gifted child. To hold before him the aim of intellectual supremacy is to ask the impossible, and even though the less gifted child tries he will fail and fall by the wayside, perhaps sullenly disappointed. Hunger for appreciation in something possible places the child within the range of a teacher's influence. He may be given goals which are readily attained, and as he tastes success new courage comes to him. The result may be a man whose pleasing appearance and gracious manner may win recognition in the world that mere intelligence would not. Cleanliness of person—the first goal—successfully achieved, John reaches out for other worlds to conquer. Consideration for others—the simple habits which indicate good breeding are easily acquired and recognition of these by people outside the school stimulates John. If the teacher leads him on John may develop a personality which will give him pleasant and easy contact with his fellow man. His intellectual shortcomings may be thus obscured. Gifted children usually acquire personality through fortunate circumstance. Success is their birthright, and they consider it such. The teacher may add much, but to the less gifted she gives all. The less gifted child re-acts more readily to suggestion along this line. One reason may be because he has not the assurance or conceit of the gifted child; another reason may be that he is hungry for recognition in something with immediate results. There is nothing we can give any child which will draw favorable recognition from the world he lives in more quickly than these easily acquired habits.

The less gifted child may be a force of great good or a menace to society according to how the force is put in motion. We can not change the mentality of such a child; nature has outwitted us, and wisely no doubt. This world as expressed in our complex social system needs many types of people. These people to be happy must have a mind responsive to the conditions they have to meet. Our cultured and intelligent elite enjoy the sunshine of life with its luxuries only because the wheels of industry, the sanitation of cities, the hard and unpleasant tasks of life are done by those who fell short of the school teacher's scholastic ideal. Many people who travel the shadowed paths of life are happy because they have a happy philosophy to fit their capabilities. This is not because of education in many cases but in spite of a form of education. Others live a life of drudgery; they have fallen before an impossible standard; they have been taught to think this kind of life would be the price of failure; they were branded failures, hence they must pay the price.

No one blames the schools for crime conditions—the schools may enjoy distinction on this score. Some day, however, a statistician will chart the school record of criminals. We may alibi our liability by producing I. Q.'s and the "I told you so's" on record, but the fact that an alarming number of criminals dropped out of school at the age of fifteen or sixteen from the fifth and sixth grades will be construed against us. The conscientious teacher will be considered a conscienceless teacher because she failed the boy who honestly could not meet her standards. School provides a child's first contact with organized society. Many of his impressions of society are formed there. Therein lies our responsibility. We must be careful not to brand him; not to show him that he does not fit in society, and not to overwhelm him with our attempts to exact the impossible. If antagonism toward school is developed that antagonism will re-act against society. Unhappy in school a child is apt to become a truant. While out of school his companions naturally will be either truants from school or truants from industrial life. Both are more or less dangerous. They are, however, congenial companions and hold out a hearty welcome to the boy who fails to meet approval in school life. He meets the law in the form

of a truant officer at a time and in a way which may add the law to his antagonisms.

A sullen and disrespectful citizen is thus developed, innocently and by an honest standard. Our faith in long tried procedure justifies our methods. That faith is necessary, so are the established methods, but we must make an occasional exception or serious mistakes may be charged against us.

In dealing with the less gifted child we face these questions: How can you promote a pupil who does not meet the required standards of the school, how can you justify yourself before other pupils and their parents if you promote the pupil who does not do satisfactory work, how can you meet the criticism of the high school if you give a diploma to a pupil who does not qualify? These are dangerous questions to answer briefly. Here we must be more human than technical. By failing a pupil who has accomplished all that his capabilities permit we neither benefit the pupil nor the educational system. We dishearten one and burden the other. To fail a pupil who has missed part of the work through absence or one who has ability but failed to use it is logical, but it seems almost fiendish to punish a child for a defect in mentality for which he is not responsible. In life there are times when we dare not tell the truth, there are times when it is not wise to tell the truth, and there are many times when it is not charitable to tell the truth. Why not apply a little social tact to our promotion system? How can you tell a friend she looks "stunning" when you are almost stunned by the falsity of your remark? How can you justify yourself before people who dress well after you have complimented those who have not? How can you meet the criticism of friends for introducing people who bore them? The above questions are ridiculous in this connection, but they may invoke thought regarding our leniency in some things and our rigidity in others. As to meeting the criticism of the high school, does the elementary school have to face it with a guilty feeling? Just why should the high school be spared providing for the less gifted child? Very few of these children attempt secondary education, but if they do it is up to the high school to provide for them. Our promotion of the pupil who cannot measure up to our requirements may not be satisfactorily explained to other pupils nor to their parents, and should not be attempted. Results to the individual may be the justification. The following example may be worth consideration: An eighteen-year-old girl was spending her third year in the eighth grade of a country school. She was conscientious and faithful in her school work but could not pass the state eighth grade final examination. Both the girl and her parents were determined that she should graduate before quitting school. The teacher had an idea regarding what should be done, but as the state department provided the questions and the county superintendent marked the papers the girl could not be passed without writing a satisfactory paper. This was beyond hope. On the day of the final examination the girl was nonplussed by the questions. She told the teacher she did not understand one of the questions, and the teacher explained the question. A good explanation was given no doubt, as the girl sought frequent explanation. The papers were regularly marked at the office of the county superintendent and a diploma issued. Only the teacher had a guilty conscience—the girl and her parents were overjoyed. This done the teacher did not lose interest, perhaps his conscience goaded him for violating the sanctity of examinations, and he felt that his crime might be covered by justifying it. The teacher from time to time spoke of nursing as an ideal profession for a girl. The idea was given not only to the girl but to her parents as well. This girl had many of the qualities required of a nurse. She was patient, sympathetic, and dependable. In the things she could do her ability was above average. At that time in her locality an eighth-grade diploma was the educational requirement for entrance to a hospital for a course in nursing. The teacher succeeded in having the girl enter. Her interest nourished enough ability to tide her through part of the training, and efficiency in the practical part of the course raised her general standing. She later became one of the most successful nurses of her state. Propinquity decided her future; she married well as the world would consider. Now at her summer home she entertains her former teacher during a part of vacation. She has acquired enough of the veneer which proclaims culture to fit graciously in a social circle which might not have been hers but for a teacher whose vision went beyond a traditional standard.

The purpose of this article is not to lower standards, nor to discourage standards—we need higher standards of education than ever before. We must admit exceptions to every rule. Let us treat the less gifted child as an exception to our standards. We have tried retarding him. Our schools show the result. Society may have a more stinging rebuke to offer. We have not benefited child, school, or society. It seems that we can best lead the less gifted child graciously through his school career and save his spirit so that he may have an even break with the problems of life later on.

The Problem of the Speech Defective

By DR. FREDERICK MARTIN

Director, Institute for Speech Correction, Ithaca, New York

"The centipede was happy quite
Until a toad in fun
Said: 'Pray, which leg goes after which?'
That worked her mind to such a pitch,
She lay distracted in a ditch,
Considering how to run."

TO teachers, I speak as one who has sat as a stammerer in the classroom and suffered. I had as a companion, in my college days, Dr. Paul Klapper, now dean of education of the College of the City of New York, and noted as the author of the popular text "Teaching Children to Read." Here was an understanding soul who later on was responsible for encouraging the study of speech correction in the schools of New York City and who, with Dr. Walter Robinson, now president of City College, inaugurated the first clinic for speech defects in a college devoted chiefly to post-graduate training of teachers. It was at the invitation of Dr. Klapper that I undertook the directorship of this clinic, and finally the organization of a department of speech improvement in the public schools of New York City.

The problem of the speech defective is as pertinent to the grade teacher as to the speech specialist. Every teacher should have an intimate understanding of the speech defective from the standpoint of behaviorism and educational adjustment. The teacher who has never suffered the mental tortures and inhibitions of a pupil laboring under the embarrassment of a speech defect can only hope to appreciate his suppression and properly appraise his mentality through intimate study of the problem. Every educational program should recognize the necessity for the prevention of speech defects or at least the elimination of the commonest of these defects in their incipient form. It is absolutely necessary, therefore, that we incorporate, in all our training schools for teachers, courses of principles and methodology on this subject, as has been done already in a few.

The social mind, today, is keenly alive to its civic duty to the handicapped, and, as a result, classes have been formed almost everywhere for the anæmic, tubercular, blind, deaf, cardiac, crippled, and feeble-minded. But what of the speech defective? His school fellows would taboo the boy who scoffed or mocked the crippled or the blind, yet from time immemorial, society in general, the stage, the forum, and the song writers have considered the stammerer a logical butt, and one does not resent the vulgar jokes, nor such songs as, "You-you-you t-t-t-tell her, 'cause I st-st-stutter," made at his expense. Is it humanitarian then to permit the feeling of inferiority to grow upon him until inhibitions set in and his opportunity for advancement is limited? Daily, I receive pathetic letters wherein the following plaint is found: "Doctor, I can control myself very well when all alone—away from the scrutinizing glances of parents, or friends, and the critical gaze of the scoffer." It is as inhumanitarian for the educational conscience to ignore or neglect the speech defective as it would be not to provide for the "physically unfit" in our school program, yet most of these speech defectives, differing in their handicap from the crippled, the blind, the deaf, etc., can, by proper treatment, be returned to a normal condition. Potentially they are normal children.

The social mind does not fully realize that the speech defective suffers both mentally and physically. This perhaps accounts for many bits of ribald humor at the expense of stammerers. There is no relation between mental deficiency and the majority of speech defects. Especially is this true of stammerers, for I number among those whom I have corrected some of the leading minds of this country in the fields of engineering, medicine, jurisprudence, banking and education. When properly corrected the speech defective can be restored to normal relationships in the classroom and compete on equal terms with classmates. This has been proven in my own work and the reports which have come to me from those whom I have trained to organize such work in other cities. Our efforts therefore are not alone humanitarian, but of social and economic value.

"The capacity for speech exists at birth," says Dr. Ira S. Wile, the eminent child specialist from Mt. Sinai Hospital. "The acquisition of language and the development of tone production depend upon training through the various senses. Speech may only be acquired through the harmonious action of the brain and the muscles. Cerebration and muscular co-ordination are prerequisites for the verbal crystallization of the ideation which is seeking expression. Speech, in its essence, is a conscious act. It originates from a desire or impulse to express ideas or communicate thoughts. Born of emotion it is intellectualized. 'Speech was made to open man to man,

and not to hide him, to promote commerce and not to betray it.'

"Sad is the lot of the mute. Woeful and pitiful is he until the gates of intelligence are opened and the flood of ideas may issue forth through the medium of words. The living voiceless man is stultified and the world is deprived of such richness of his mind as cultivation might reveal. In the words of Pliny, it is 'the living voice that sways the soul.' The value of speech from the standpoint of personal expression cannot be estimated in terms of pounds, shillings and pence. The development of a single human being to a state of mental happiness involves self-expression. Constant self-repression is incompatible with perfect health and contentment. . . .

"A large proportion of stutterers are curable. Probably fifty per cent. of stuttering could be prevented. The limitation of the stutterer is marked not so much in his powers of acquisition and appreciation as his ability to give physical expression to his thoughts. His mentality may be intact but his opportunities for giving evidence of his mentality are hampered by virtue of his explosive expression which deprives him of an attentive audience."

Speech defectives in the schoolroom are a menace to other children if not corrected. Mocking or indirect imitation may generate defects in the companions of such children. A child with a speech defect may develop traits which warp his character. Slovenliness of speech often indicates and produces sluggishness of thought. To be a normal being normal speech is necessary.

The development of a speech defect in the classroom is usually charged against the child himself instead of our educational system. Speech is an acquired faculty. If we demand clear, forecful speech when the child first enters school, we can generally obtain it. The earlier the different defects of speech are recognized the better is the chance for correction. Most defects are not outgrown. Teach the child that it is as essential to please the ear as it is to please the eye. Children should be made to enjoy the work and develop a feeling for their language. The correction of a defect requires intelligent direction. There are many sympathetic teachers who painstakingly devote much time in their efforts to help the sufferer, but treat his difficulties only as phonic disturbances. Schools of expression often make this mistake. The teacher must lead and help the sufferer to adjust himself to the psychological condition of the classroom. Especially with the stammerer must we help him to respond to the social conditions which have upset him. He feels an inferiority and needs the teacher's understanding and sympathy. However, tears only water the seeds of his sorrow. He must be gently but surely made to believe that he can speak correctly and with proper guidance led into a better and more forceful mode of articulation and enunciation. One must avoid having the defective feel that he depends entirely upon the teacher for help. While props are necessary in the beginning, the teacher must remember that props, like crutches, are an acknowledgment of the inability to stand alone.

The Lesson of Life

By CARROLL D. CHAMPLIN
Pennsylvania State College

Down in the dark
I did awake.
Widening eyes
Increasing wise
Enabled me to seek the light,
Enabled me to leave the night.
Facing the blue
I now advance.
Regaining power
With every hour,
I go to greet the chance to fight;
I go to battle for the right.

Out of the deep
Ascend I then.
Improving sight,
For farther flight—
I rise to find the world more vast;
I rise to reach the truth at last.

Towards the sky
I now leap high.
Acquiring strength
For any length,
I climb the steep to mountain tops;
I climb the stair that never stops.

Never an end
Do I discern.
Maturing years
And mellow tears
Convince me there is more to learn
Than ever I shall dare to yearn.
Always ahead
The Infinite—
Never a best
With which to rest;
Always a better dream to drive;
Always ideals and visions survive.

Education in Early American Homes

By EDWIN WILBUR RICE

"EDUCATION in Early American Homes" was an education which placed the spiritual above the physical and the intellectual; revelation above reason; put God at the head of His creation; reaffirmed that righteousness exalted a nation as well as an individual and that there was one law universal, not only for all mankind but a higher law that reigned throughout the universe, of which God was the author.

The founders of the homes in this republic may have known little about modern methods of pedagogy and cared less! They may not have been versed in the mysteries of the atomic theory and protoplasm. Their theology was intensely practical.

We may pardon many of their idiosyncrasies, or what we may term their narrow views of this life, for they had a broad and big view of the life to come and of the eternal realities of the spiritual world.

If they had a blurred vision in some things regarding this life, their spiritual eye sought to behold the light and the glory that surrounds the throne of the Creator and Redeemer.

Their foibles and their fancies have been a favorite theme for humor by the wiseacres who glory in the wisdom of this world and are raking together the baubles of the earth as if they were the eternal verities of God. We must not forget that our forefathers were groping their way toward spiritual ideals—the ideals of liberty and of righteousness. If they conceived the way as narrow and of few walking therein, and thus were unable fully to escape from some intolerance, nor break from the iron mask of oppression, we may at least learn to admire more their aim to make noble and righteous character; to redeem man from bondage of every sort.

The education of the early American household was born of the ideals of the colonists. They were a motley crowd who came to these inhospitable shores—cavalier and Catholic, Pilgrim and Puritan, Presbyterian and Reformer, prison runaway and pirate, freebooter and brigand—all forced together by common woes and common foes. Their common aim was liberty—civil and religious. They must cultivate moral and religious liberty possessed by the few—in restraining the many, or certain destruction would stare in at every door, window, and crevice of the cabin. This diversity had unity in higher principles however—a diversity keenly and sarcastically put by an old writer, "New England, the refuge of dissenters; New Amsterdam for religion; Pennsylvania for Quakers; Maryland, a saint's rest for Roman Catholics; North Carolina for runaways, and South Carolina for buccaneers and pirates, and Virginia for aristocratic fox-hunters."

Of necessity the chief education in the colonies was in the home. In New England the home was aided by both the church and the school; in the other colonies churches were not abundant, and schools were rare. The children of the home must feed on the same tough intellectual meat that was served for full-grown men, or go without. They usually went without, or read the book of nature. But even so, they were taught to read the book of nature so as to see God therein first of all. Juvenile literature, there was none! That was the creation of the nineteenth century. In New England homes the Bible was always the one great book. They succeeded admirably in their aim!

Sober and sombre as we conceive the Puritan, he had underneath a sense of humor.

Household education in early American homes was as varigated as the foliage of the country, and had as many shades as there were types of character in the colonies. There was certainly great variety and not much unity. Every colony was a law unto itself in education and religion.

Religious education in the homes grew out of several types of colonists. The cavalier of Virginia was courtly in manner, military in bearing, ambitious for aristocratic rank in society, loved a retinue of servants and waiters.

The proportion of educated persons among them was great. It is the tradition that from 1630 to 1690 there were in New England as many graduates of colleges as could be found in any population of a similar size in the mother country. In the early period of Massachusetts and Connecticut a Cambridge graduate could be found for every 250 inhabitants and not a few from Oxford besides. Religion was the important thing with the New England colonists. By 1650 every colony of New England, except Rhode Island, made public instruction compulsory. Every town was required to have a school if it had fifty householders, a grammar and Latin school if it had a hundred, with a master to prepare youths for the university. The colonists were intense in piety, politics, and religion.

(Selections from a 16-page leaflet written at the age of ninety-six.)

Laying the Foundation

By FRANKLIN YOUNG HARPER
Ozark, Illinois

NOT very long ago I heard a girl, who for the last few years had been away to school, "speak of her sister" whom she said "had wrote" her a letter entirely in French.

I took it for granted, therefore, that as her sister had written her in French she was undoubtedly able to read and write this language herself and converse in it as well.

It is mighty nice to be well versed in French, German, Latin, etc., but above everything it is of the utmost importance to know English first. English is the adopted tongue of the American people and surely it is sensible for one to master this language before taking up the study of some foreign tongue.

It is often found by investigation that numbers of students are entering the higher institutions of learning before they have mastered the work below them.

In geography we find pupils who have a fair knowledge of Europe, Asia, Africa, in fact are well versed in continental geography with practically no knowledge of their own country. Or some pupils know the geography of the nation, but hardly know the capital of the state in which they live or their county or township.

Where should a study of geography begin? Should it not begin with the local phases first? Should a pupil study his state until he knows his locality and county? Should he begin a study of the nation as a whole until he knows the geography of his state?

The same is true of history. Many folks know ancient and medieval history, and take great pleasure in exploiting this knowledge by discussing Napoleon, Cromwell, Cæsar, Cleopatra, and many other notables of those ages long since gone. But these people confess ignorance of those great statesmen who played such a distinguished part in founding America, the country of their (the student's) birth. In other words they know ancient and medieval history but do not know modern history.

It is the same with civics, mathematics. In fact this condition exists with practically all of the branches.

One of the first aims of the carpenter or architect in planning or building a structure is to insure a solid foundation. If such an end is not attained there is danger of the building collapsing.

It should be the aim of the grammar school to lay a firm and solid foundation. Most branches taught in colleges and universities require as a pre-requisite a thorough knowledge of the lower subjects. Students entering without this preparation are handicapped, becoming a bore to themselves and their instructors. They are classified as "lacking in ability," whereas they are lacking in preparation. The foundation is not sufficient. The structure built thereon is likely to be shaky, and detrimental rather than beneficial to society.

Visual Education

By CHARLES O. HALLORAN
Submaster of Thomas N. Hart School, Boston

ONE of the most progressive and rational educational movements of the past decade is visual education. It is neither a new method of instruction nor an educational fad. It belongs to every subject in the school curriculum. Thorough instruction is impossible without it, for it consists in the presentation of information through the eye route and thus rests, not upon a theoretical foundation, but upon a very practical and sound psychological basis.

As to the need of visual instruction the late Charles W. Eliot has said: "American education is seriously defective in that it provides an inadequate amount of training of the senses, particularly of the eye. It relies far too much upon book work. There ought to be incorporated in all school work a much larger proportion of accurate eye work and hand work, combined with simultaneous training of the memory and of the capacity for describing correctly, either orally or in writing, the things observed and done." Visual education is necessary because it tends to produce more effective teaching and stimulates interest, attention and activity on the part of the child. His ideas are clarified and made more vivid, resulting in lasting mental images being formed in his mind.

That visual education is one of the strongest influences for motivating and vitalizing the classroom work has been proven by its success-

ful operation in thousands of schools throughout the country. Cognizant of its tremendous value and powerful influence as an aid to learning, most of our large cities have established departments of visual education with central distribution stations for lantern slides, films, specimens, exhibits, etc. C. E. Mahaffey in the Visual Instructor Handbook for 1926 has said: "Visual education is indeed a sleeping giant waiting to be awakened. It will probably be many years before he is fully aroused and conscious of his power. Just now he is beginning to stir and with his full awakening will come a new era in education that will be more far-reaching in its effect on civilization than is now conceivable."

It is a psychological truism that our experiences come through the senses. Psychologists claim that 90 per cent. of all human knowledge comes through vision. Some place it at 85 per cent. and 75 per cent. A very conservative distribution, however, of primary sense experience is: Visual, 40 per cent.; auditory, 25 per cent.; all others, 35 per cent. In ancient times education was transmitted from father to son by word of mouth. Today, visual instruction is far more important than oral instruction. We appeal to the eye of the child through books and pictures, and the appeal to the eye is more powerful than that which is addressed to the ear. We all know the old saying, "In at one ear and out the other," but no one has ever said: "In at one eye and out the other,"because things seen are best remembered. For this reason it is imperative for the up-to-date school to introduce visual education in all branches as far as possible.

It is the consensus of opinion among noted educators that school has become more attractive to the children, lessons are "put over" much more effectively, and the total number of failures and repeaters has been materially decreased through the use of visual materials. Results of experiments performed in scores of cities and towns have only too well borne out this opinion. Apropos of the foregoing a prominent school official related to me the following incident: "There was in one of my schools a particularly 'heavy' seventh grade class in geography, consisting in the main of pupils of low I.Q.'s. The teacher was nearly distracted, for it seemed to her that the class was not making any progress. She had tried various methods, but they apparently had proved unsuccessful. Finally, she determined upon a new scheme. 'Why not motivate the work by having pupils bring into class all sorts of specimen pictures, postcards, etc., directly connected with the geography lessons?' This she did and soon her classroom began to look like an art gallery and museum combined. She, of course, used whatever visual materials were already available, such as stereopticon slides, stereographs and flat pictures. The pupils soon began to take a new 'lease of life,' and likewise did the teacher. A high degree of interest and effort was now displayed and the pupils did their work with a zest and enthusiasm never before manifest. At last the teacher had succeeded by using a time-honored, common-sense psychological method. The lessons had become vitalized and up to grade standards came the class."

There are many types of visual aids and each has a very definite place in classroom instruction. The most common ones are the following:—

1. The School Excursion. This is valuable for bringing children into direct contact with the shrines of history and literature. It gives them familiarity with industrial and commercial establishments. It gives them an appreciation of actual life situations and is especially helpful in vocational guidance work.
2. Models, specimens and exhibits.
3. Pictures, cartoons, and rotogravures from newspapers.
4. Maps, charts, posters, and diagrams.
5. Stereographs. These are very useful in individual instruction. The effect of three dimensions is given, thus producing a decided vividness.
6. Stereopticon slides and still films.
7. Motion pictures films. These are the most important because they depict motion.

All of these aids bring the world to the child, but it must be borne in mind that the use of these materials is only a means to an end. The pupil must not let them take the place of his thinking. He must be led to draw his own conclusions and apply what he has learned.

Visual instruction in any form is very valuable if rightly used. If through the use of visual materials the best results are to be obtained these aids must be used as a regular part of the school work. As soon as they become merely entertaining and are given without regard to subject-matter they lose most of their value. Everything possible within reason should be done to furnish teachers with an abundance of visual aids and the equipment for their effective use so as to make the work of the teacher, not burdensome, but a reasonably pleasant task.

There is no doubt that the proper use of well-prepared instructional films will find a place in educational systems, for education by means of the eye is fundamental. This does not mean that we will reduce the amount of reading. We will increase it, but the visual

education will make a foundation for better reading and better understanding. The motion picture when used as an aid to instruction is of distinct value. The degree of value depends entirely upon: (1) The purpose of the lesson; (2) the technique which the teacher uses in presenting the lesson; and (3) the question of whether or not it presents in an effective way illustrative material which could not be placed before children in any other way than through the motion picture. Professor C. E. Turner of the Massachusetts Institute of Technology says in regard to the motion picture: "The moving picture has two unique opportunities. The eye of the motion picture camera can go where the child cannot. The camera sees and reports things which happen in every part of the world. By means of the moving picture we can present to the child many sights which he could never see without it. Its ability to combine time and space by showing how things grow; how they bloom; how they work together is a very valuable thing. Still pictures cannot do this."

The motion picture is very useful in teaching such subjects as literature, geography, industrial operations and history. A child can learn much better and remember very vividly the things which he sees, while often those things which he hears make little impression on his mind. Harvesting, fishing, lumbering and a great many other activities can be more clearly indicated by motion pictures than by still pictures. Where motion is predominant the motion picture is desirable. The film can be used to advantage "in putting across" an idea as in safety and clean-up campaigns, but it cannot be used to teach details as well as slides, pictures or drawings.

Payson Smith, commissioner of education for Massachusetts, offers the following opinion in regard to the use of moving and still pictures: "I have no doubt that the moving as well as the still picture has a very important place in education. I am disposed to think that from a purely educational point of view the still picture is likely to be quite as effective as the motion picture.

"Whatever educational result comes from purely impressionistic experience can be secured probably from the motion picture. It is my belief, however, that the effect of the motion picture is rather transient and that it does not afford opportunities for intensive study and contemplation, both of which are essential in a large measure to a permanent educational result.

"In my judgment the motion picture is to be regarded, at present, as having a rather limited educational value; that it may be used sometimes as an aid to instruction, particularly when the object is to present some conclusion already discussed or studied."

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In conclusion let me say that I think that instruction by means of visual aids is a very valuable adjunct to any school program. Yet it must not be considered an end in itself, but must be used to supplement our present-day methodology. It cannot in any way be substituted for the mental discipline that is gained from regular textbook study and classroom discussion.

Because of visual education in our schools the results of our teaching will be more lasting and more firmly implanted in the minds of our pupils; our school curricula will be greatly enriched; the pupil mortality will be lessened; the number of repeaters will be considerably decreased, thus saving a system thousands of dollars annually; textbooks will last longer; the time of learning will be shortened and interest and effort on the part of the pupils will be stimulated to a high degree.

When visual education in its real significance is thoroughly understood by all the teachers in a school system, the schools can, with their co-operation, maintain the highest standards attainable, and can send forth a product of which they can well be proud.

Personal and Professional

W. D. VINCENT, who succeeds Miss Ethel E. Redfield as State Commissioner of Education of Idaho, goes to the new responsibilities from the superintendency of the Idaho Industrial Training School. Miss Redfield rescued the commissionership from oblivion, where it had been for several years because while it was theoretically in existence there was no appropriation for salary. Mr. Vincent inherits the office which Miss Redfield has re-created effectively.

HENRY G. WILLIAMS, editor and publisher of Ohio Teacher, is appointed acting president of Wilmington College, Wilmington, Ohio. Dr. Williams was long associated with the State University at Athens, and is widely known by school people, who will be pleased that he has this opportunity and responsibility.

F. M. SHELTON, superintendent of Springfield, Ohio, has been re-elected for a term of four years, salary $7,200 the first year, and $7,500 thereafter. We know personally that the teaching force of Springfield has a highly developed professional personality to which the community responds enthusiastically. The Teachers Association of the city is of exceptional benefit to the teachers, civically and socially, to the children and to the community.

DR. CHARLES M. JORDAN, superintendent emeritus of Minneapolis, was "redoctored" by Tufts College at its recent commencement as, also, was Dr. Charles W. Parmenter, who has spent the past year in an extended visit to the Pacific Coast. Dr. Jordan is in active service in the School Department of Minneapolis. He has been associated with the schools of the city for more than half a century.

AMBROSE L. SUHRIE of New York University resigned the presidency of the State College for Women at Milledgeville, Georgia, before entering upon the duties. He was elected in June and was there at the commencement. He had been on the faculty for two years after leaving college, and upon the tragic death of Dr. M. M. Parks it was natural that the trustees should turn to Dr. Suhrie, who had kept in close touch with Dr. Parks through the years, and it was equally natural for Dr. Suhrie to appreciate the opportunity to return as president. Circumstances, personally, made it clear to him that it would be unwise to undertake so great a work at this time, and New York University made it clear that he was needed there, hence his resignation of the presidency of the Georgia college, and he will remain at the head of the division which is concerned with the training of administrative officers and teachers for the normal schools and teachers' colleges of the country.

JOHN VAUGHAN, who succeeded M. A. Nash when he resigned as state superintendent to accept the presidency of the Oklahoma College for Women at Chickasha, has demonstrated unusual wisdom and expert skill in meeting the ever changing conditions in the newest state in the Union. As dean of the State Teachers College at Durant from its establishment he contributed much to the famous success of Dr. H. G. Bennett, who has one of the most scholarly, one of the largest, and one of the most serviceable of the young State Teachers Colleges of the country. Messrs. Bennett and Vaughan steered this youthful institution through the childhood years of the state so skilfully, yes, so artistically, that it has never had the childish political diseases supposed to be as unavoidable in juvenile statehood as in family life, and already it is universally recognized that Mr. Vaughan has the royal support of the educational leaders of the state in clearing the atmosphere of non-educational political situations. There is no state department that is dealing with school problems more heroically or wisely, so far as achievements can be estimated, than is Oklahoma.

HAROLD G. LAWRENCE, formerly dean of Education, Huron College, South Dakota, has been appointed publicity director of the Mecca of America, Inc., an organization proposing to build in Alabama a Home for Dependent Children. It is one of the most extensive plans ever proposed for caring for an important and needy class of children in home life, in school opportunity and in vocational creation. There has never been anything suggested comparable to this, and we know of no one better fitted by personality and experience to promote it than Harold G. Lawrence. He has a wide range of acquaintance, is a skilful promoter, and believes intensely in this noble vision of helpfulness to an important class from which criminals have often been recruited.

L. R. ALDERMAN, United States Bureau of Education, director of adult education, has high achievement to his credit. His slogan is: "Not what ought to be done, but what is being done to make illiterates a national asset."

EDUCATION IN ACTION

Educational Foundation Established in Chile

A great Chilean educational foundation, the Elvira Matte de Cruchaga Seminary for Advanced Study, has been established by Dr. Miguel Cruchaga Tocornal, ambassador to the United States from Chile, as a memorial to his wife. It will be maintained as an independent institution, but may later be affiliated with some other centre of learning. An administrative council has been appointed, and it is hoped that three schools—of foreign service for men and women, a social service school, and a school for librarians and secretaries—will be opened in March, 1928.

Would Make Brockton's 7th Graders Swimmers

Arthur E. Staff, of the Brockton, Mass., High School faculty, who has charge of the public swimming pools, has started a campaign to make every seventh grader in the city a swimmer. There are four public pools. There are 1,200 children in the seventh grades of Brockton and it is Mr. Staff's plan to have all return to school in September with little buttons indicating that they have passed the swimming tests. A shield will be presented to the school making the best percentage.

No Time Off To Get Married

Trial for neglect of duty is faced by teachers in public schools of New York City who absent themselves from school in order to marry or to take a wedding trip. Such action, according to a recent general circular to the schools, is regarded by the superintendent of schools and the board of superintendents as inexcusable and a neglect of duty.

Ye Olde Spelling Bee Didn't Pay $1000 Prizes

People who sigh for the "good old days" are invited to consider the recent national spelling bee in Washington sponsored by the Louisville Courier-Journal. Dean Lucas, thirteen-year-old lad from Akron, captured the first prize, a neat sum of $1,000, with the correct spelling of the word "abrogate," which brought about the downfall of Ralph Keenan, of Waukon, Ia., who had to console himself with second place and a mere $500. A total of $2,500 was distributed to the seventeen contestants, whose ages ranged from nine to fifteen years. Thirty or forty years ago a boy who won a spelling contest received a little applause and occasionally a prize, that, as a rule, took the form of a book. If it was a very important contest the prize might be money and run to as much as a $5 gold piece. Dean Lucas won 200 such prizes, in addition to the trip to Washington, and several days of dizzy sightseeing in the national capital. He does not pine for the good old days.

Real Estate Courses In 52 Universities

When the first national conference to outline an educational preparation for the vocation of real estate was called, at Madison, Wis., in April, 1923, courses in real estate or in land economics were known in but three or four institutions of learning in the United States. In September of this year fifty-two universities and colleges will be offering one or more of these courses. Since last September eighty-nine local real estate boards in cities throughout the United States have conducted courses in real estate, either under their own auspices or in co-operation with Y. M. C. A. schools, university extension divisions, or similar institutions. Two universities, Michigan and Northwestern, have put real estate courses into their graduate schools.

Will Continue Sales School

The Merchants' Institute of the retail trade board of the Boston Chamber of Commerce has completed its first session and is making plans for the courses, instructors and activities for the fall and winter months. Started as an experiment, the Institute will continue this fall on a permanent basis. This Institute is said to be the first of its kind in the United States. The retail stores co-operate in giving at nominal cost a series of courses in the fundamentals of salesmanship, for the benefit of their employees and executives. Three hundred and twenty-seven students took the courses last session, representing all the leading retail stores in Boston.

Parents Also Study, Says Radcliffe Head

The American mother is abandoning the idea that her school days ended when she began rearing a family, says Dr. Ada L. Comstock, president of Radcliffe College. Women are more and more carrying on their mental development, she believes, without neglecting the family or the household. "We are coming to think of education as a process no longer confined to the period of school and college training," she said. "Chautauquas and women's clubs pushed over the border a few years ago. They gave mature people a chance to use their minds once more on the reading of books and the writing of papers, on learning and expressing. Parents, so long the sources of education, have been in the last few years the willing subjects of it. Alumnae and alumni of colleges are demanding lists of selected matter."

Library Extension Serving Schools

A lending collection of 40,000 selected books is possessed by the library extension division of the Illinois State Library. The majority of the calls are for books to supplement English courses, but in many cases large collections are requested by small high schools to supplement the entire curriculum.

Latin America to Combat Illiteracy

Campaigns against illiteracy are reported from many of the Latin-American countries. The President of Honduras has recently authorized country-wide inauguration of vacation classes, to be taught by students of secondary and professional schools, as well as by pupils in upper grades of elementary schools. In Guatemala City, Guatemala, an institute for the reduction of illiteracy has been incorporated. In Colombia an annual prize is given by the director of public instruction of Cundinamarca to the director of the primary school who has taught the largest number of adult illiterates, and other prizes are offered to pupils who have taught other persons to read and write.

Industrial Foremen Take Extension Courses

Classes for the training of industrial foremen are conducted by the Massachusetts University Extension, and foremen in twelve different industries have taken advantage of the opportunity to acquire skill in the supervision and training of other men. Sessions are usually held in the factory after working hours. Classes are organized at any place in the state where a group of sufficient size is enrolled.

Schools Bill Much Opposed in Germany

The voluminous contents of the German Schools Bill draft has been made public. It is reported that the bill is scarcely likely to pass the Reichstag, certainly not without tremendous opposition and far-reaching consequences. The bill is declared tantamount to the alteration of the constitution as well as a serious retrograde step for Germany. In all cases the schools will be under the supervision of the church authorities, the religious instruction being compulsory and closely watched by the priest or clergyman who will be nominated for this purpose. Teachers will be selected by a clerical council. In country places too small for undenominational schools, children are forced to attend confessional schools. Although the following three forms of national schools, namely, undenominational, confessional and secular schools, apparently are placed on an equality, it was noted that great leniency is shown to the confessional schools.

Southern Adults Eager for School

Reticent people of the mountains in Buncombe County, North Carolina, who had considered that book knowledge was not for them, have become interested and now eagerly enter into their school life. About 4,000 adults have received the rudiments of education there in the last six years. So important is the work now considered that the county and Asheville Boards of Education now appropriate $10,000 a year for its support. The credit for this accomplishment is given to a woman, Mrs Elizabeth Morriss, community school director, who has worked among these people since 1919. A visitor found the eagerness with which the pupils recited their lessons impressive. Only three of the group present had passed middle-age. One of these was seventy-one years of age. Among the students was one seventy-year-old woman who came that she might be able to write to her children scattered over the country. An undemonstrative little woman had learned to read the "Sermon on the Mount." It had been her life's ambition to read a verse in the Bible and she considered it a miracle to have accomplished a whole chapter. In North Carolina there are 43,990 illiterate native-born white women.

Blames Schools For Prussian Crime

In an interpellation in the Prussian Diet, the Nationalist party recently called pedagogic innovations introduced since the Revolution, such as banishment of military discipline from the schools, abolition of religious teaching and propagation of socialist theories in themselves responsible for the "juvenile crime wave" now sweeping Germany. The deputies quote as an example the case of a school boy who killed his classmate and then himself, and they demanded that the Minister of Education see that religion and morals are given a due place in education "as a means of safeguarding the state and family."

Stronghold of 1812 Goes to University

After figuring in the history of two wars, Gibraltar Island, a dot of land in Lake Erie, has been turned over to science. The nine-acre isle at the entrance to Put-In-Bay harbor has become the Franz Theodore Stone laboratory of Ohio State University, for use in summer courses in biological research. In the war of 1812, Commodore Perry hid his fleet in Put-In-Bay harbor and used the highest point of Gibraltar Island as a watch-tower to observe the approach of the British fleet. The battle of Lake Erie was fought nearby. Julius F. Stone, who bought the island in 1925, presented it to the University.

Dartmouth Student Swims for Degree

At the last minute, three days before the degrees were due to be given out, Joseph R. Russakoff, of Boston, a student at Dartmouth, received a notice from Dean Laycock, informing him that he had not passed his freshman swimming test and that his degree would not be awarded until he had swum the length of the Spaulding pool. Russakoff had never passed his swimming test and had forgotten all about it until reminded. He hurried down to the pool immediately and managed to dog-paddle the length of the pool. That done, his name was added to the degree list and he took his A. B. with his class. That swimming test, according to Russakoff, was the toughest examination encountered during his four undergraduate years, and it was the one he got the most thrillls out of passing.

Midday Naps for College Women

A nap each noon is the latest thing in college courses for women. After a two-months trial at Stephens Junior College for Girls at Columbia, Mo., this siesta has been adjudged such a success that it has been put into effect permanently. James M. Wood, the college president, ordered the nap period, with a view to "lessening the nervousness caused by long hours of study, freshening the minds of the young women for afternoon classes, and improving their already excellent dispositions." The idea was adopted from the Spanish custom of a complete mental and physical rest at midday.

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ARLO	.55	PATHWAYS	.80

BY BERTHA B. AND ERNEST COBB

THE ARLO PUBLISHING COMPANY
NEWTON UPPER FALLS, MASS.

Adults Learn More Readily Than Children

A man or woman under fifty years of age should seldom be discouraged from trying to learn anything which he or she really needs to learn, by the fear of being too old, Dr. E. L. Thorndike, professor of educational psychology at Columbia University, declared recently at a meeting of the American Association for Adult Education. To a lesser degree this is true after fifty years also, he added. He presented results of experiments in which persons thirty-five years and over, averaging forty-two years, were compared with persons twenty to twenty-four years old, averaging twenty-two, in their ability to learn acts of skill and to acquire various kinds of knowledge. The older group learned about five-sixths as fast as the younger. Both groups learned more rapidly than children. Ability to learn rises until about twenty, he said. Then, perhaps, after a stationary period of some years, learning ability slowly declines. The decline is very slow, however, roughly about one per cent. per year. The chief reason why adults seldom learn a new language or a new trade is not the lack of ability, but the lack of opportunity or desire, Dr. Thorndike concluded.

Junior Colleges In Many Cities

Going to college in the public school system is becoming possible in many cities by the rapid growth of the junior college movement, which is found to have doubled in the last five years according to Dr. L. V. Koos, professor of secondary education at the University of Minnesota. There are now about 100 public junior colleges, he found in his study of the growth of this young movement, more than twice the number reported in 1922. Enrollments in these colleges have increased about 200 per cent. Private junior colleges and those on state foundations swell the number reported in the United States to well over 300, about 100 more than were in existence five years ago.

Arts and Trades School for Chile

An arts, trades, and engineering school, to be built at a cost of approximately $4,000,000 and conducted along the most modern lines, is soon to be established in Valparaiso, Chile. A committee of Chilean architects and engineers will soon visit many of the leading vocational and engineering schools in the United States to formulate plans for the new institution. The school will select all of its teachers from Europe and the United States during the first ten years of its existence.

TREND OF THE TIMES

UNITED STATES has more doctors in proportion to its population than any other country and the number is constantly increasing. This country has one physician to every 753 persons, approximately; Great Britain one to every 1,087; Germany, one to every 1,940. The American graduate doctor of today, moreover, begins practice with more experience in treating patients suffering from a greater variety of diseases than the physician of a quarter century ago obtained in the first ten years of practice.

COUNTY FAIRS are still vital in American life. Fair time recalls many wayfarers to their home towns, for old friends will be there and the spirit of a fair revives the thrill of one's youth. The annual county fairs, an institution of the United States, are nationally individualistic. Fairs still place emphasis on products of soil and hand, although stressing their quality rather than availability for markets.

SEVERE EARTHQUAKE chances for the United States as a whole is less than one-tenth of one per cent., according to Fr. Francis A. Tondorf, S. J., director of the Georgetown University seismological observatory. There is only about one chance in 1,000 of a disastrous earthquake in the United States. It is not that earthquakes are increasing, as the alarmist school maintains, but that more are being registered by improved recording machines.

FOREIGN SCIENTISTS attending the recent American Chemical Society's Institute in this country expressed themselves as amazed at the frankness and detailed character of the disclosures of American chemical manufacturing methods made before the Institute. The openness that characterized the sessions would be impossible in European countries today, they said.

HONEYMOONS ON credit are now offered in Boston. A local firm agrees to pay a month's bills for any couple taking one of its tours. The idea developed from a plan allowing teachers to visit Europe in vacation time, provided they foot the bills from school term salaries.

AMERICAN TOURISTS are spending $650,000,000 this year, principally in Europe, according to Julius Klein, director of the Bureau of Foreign and Domestic Commerce. Of this sum $250,000,000 will go to France, he says. Mr. Klein stressed the importance of invisible items in international economic relations at present. He said that such items were overlooked in trade balance sheets and the relations of nations, whereas their importance should be recognized.

RICH BANKERS of London are beginning to give up their residences in the fashionable Mayfair district to live in the city. They are planning to have flats over their offices, and the principal reason for this move is said to be the absence of parking facilities for automobiles and the slowness of traffic movement.

ENGLAND AND Wales make up the most densely populated countries of the world, according to a report of the Government office. The number of inhabitants shown by the figures for 1921 is 250.6 per square kilometer. Belgium, the closest rival, with 245.2, the Netherlands with 200.7, Japan with 151.3, Germany (post-war boundaries) with 125.0, are the only other countries of the world with over 100 inhabitants per square kilometer.

NEW AIRPORTS established in this country during the past year totaled fifty. More than 100 cities have set aside funds or have begun plans for modern airports. By the end of 1927 about one thousand airports and landing fields will dot the United States. There are 864 operating airports and airplane landing fields in the country today. Two hundred and seven are municipally owned, while 163 are commercial or private ports, and 124 are the commerce department intermediate landing fields. The Army and Navy maintain eighty-one fields.

BEAM WIRELESS is linking London and New York. This high-speed directional system of wireless communication will soon render obsolete the laborious spelling out of words in the dot and dash signals of the Morse code. With virtually complete secrecy entire messages will be tossed across the Atlantic and photographically reproduced with a speed more than ten times greater than any heretofore achieved in transmitting trans-oceanic photographs. Beam wireless throws a message only to the receiving station for which it is meant.

The BOOK TABLE

EVERYDAY READING. By Henry Carr Pearson, Principal of Horace Mann School, Teachers College, Columbia University, and Charles Wesley Hunt, School of Education, Cleveland. Book One, Book Two, Book Three, Manual. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company, Incorporated.

Schools and everything about them are changing as rapidly as drug stores and one of the most significant of these changes is the entire separation of learning to read from reading, and the teaching of reading is no longer knowing how to read words, sentences and paragraphs, but how to read the various things one reads in everyday reading. Reading poetry is no more like reading a novel than buying an automobile is than buying a hay cart. Reading essays is not like reading biography, or history, or travels. It has been as crude professionally to teach children to read words, sentences and paragraphs and then leave them to flounder around in all sorts of reading as it would be to think that when a race horse was used to a sulky, he might be used in a tip cart.

In these three books and the manual children and youth are taught how to read "Everyday Reading" of the various kinds of reading they will have occasion to read. They are the latest word in teaching reading when one knows how to read.

—

GUIDES, PHILOSOPHERS AND FRIENDS. Studies of College Men. By Charles F. Thwing, LL.D., Litt.D., President Emeritus of Western Reserve University and Adelbert College. New York: The Macmillan Company.

Occasionally a man can produce a book of rare excellence, without which the world could never be the same to a large group of prominent persons, which no one else could have written. Such is Dr. Charles Franklin Thwing's "Guides, Philosophers and Friends."

The author could but have known it and he waited till he had abundant leisure, with no distracting responsibilities, when physically, mentally and fraternally he was at his best. Evidently Dr. Thwing proposed to have this work of near five hundred pages the capstone of a literary monument of twenty-six highly successful books.

There are interpretations of Charles William Eliot, William Torrey Harris, Henry Adams, William Jewett Tucker, and George Herbert Palmer, who have been known to those of his readers who have functioned professionally. Necessarily there will be keen interest in his characterizations of these men by one who had rare opportunities to understand their personality.

Educational interest will be quickened by his tributes to James Burrill Angell, Andrew Sloan Draper, Daniel Coit Gilman, Andrew D. White, Cyrus Northrop, Mark Hopkins, William Rainey Harper, James Harris Fairchild, a noble array of university presidents.

Dr. Thwing has not only made an important contribution by the way in which he portrays their personal and professional life, but has contributed to America's biographical literature a choice group of literary paragraphs.

Personally, having known rather intimately a third of the twenty-two men of whom he writes, we regard it as a rare privilege to read with affectionate appreciation Dr. Thwing's account of these men as he knew them.

—

LABORATORY EXERCISES FOR A BRIEF COURSE IN CHEMISTRY. By Lyman C. Newell, Boston University. Boston, New York, Chicago, Atlanta, Dallas, San Francisco: D. C. Heath and Company.

One of the important high school and college problems is to save the time and strength of teachers, leaving them time and energy for magnifying their talent and skill in impressing their personality upon students.

Nothing is a success in method or material that in any appreciable degree saps or dissipates the teacher's personality. Professor Newell's "Laboratory Exercises in Chemistry" aims to be of greatest service to both teachers and students.

—

THE BUCKINGHAM-OSBURN SEARCHLIGHT ARITHMETICS. By R. R. Buckingham, Ohio State University, and W. J. Osburn, State Department of Education, Wisconsin. Introductory Book, 381 pages. Book One, 358 pages. Book Two, 349 pages. Boston: Ginn and Company.

Arithmetic has always been the absorbing school subject, absorbing more time than any other two subjects, absorbing more credit in the matter of promotion than any other subject, absorbing a lot of money in textbook supply. At the same time it has been the least satisfactory subject to teach, has demanded more frequent changes of methods than any other subject. One of the ambitions of every new series is to get a new and impressive title, and "Searchlight Arithmetics" is certainly new and impressive.

In this series a vital feature is the vast number of examples in sentences and the ingenuity with which various interests of children are represented. In the "Introductory Book" there are 1,140 examples and problems phrased, each using some special interest covering every conceivable indoor and outdoor game of children, of articles in home, shop, store, in field, forest and garden, in tools, implements and machines. It has certainly required high genius and infinite patience to think of 1,140 possible interests of children. Our impression is that this has never been done for any other one book.

A striking feature is "The Progress Test." Another feature that while not new is admirably worked out is the grouping and the grading of examples, problems and everything on the basis of difficulty.

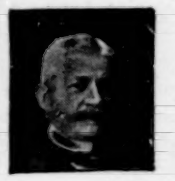
—

THE SMALL JUNIOR HIGH SCHOOL. A Study of Its Possibilities and Limitations. By Francis T. Spaulding, Graduate School, Harvard University. Cloth. 226 pages. Cambridge, Massachusetts: Harvard University Press.

The junior high school is an established institution and its value depends upon the way in which it meets its responsibilities. There are cities in which it already demonstrates high efficiency, an achievement more remarkable than any other creation of a department of public school service, but the small junior high school remains a serious problem.

While Massachusetts was not among the first to accept the junior high school idea, it has dealt with its various problems intelligently, for which the Graduate School of Harvard University is chiefly responsible, and the study by Francis T. Spaulding of the "Small Junior High School" is the one adequate treatment of all phases of this most complex educational situation that has ever been thrust upon small communities.

This study makes it possible for any modernized community, however small, to know how to do the best thing for its children, whatever the limitations.



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"Mose, tell me, niggah, is it true yo' knocked mah wife down last night an' lef' her he'pless?"

"Ah sho' can't deny it, Rastus."

"Well, you sho' did play me a measly lowdown trick. Ah had to git mah own supper."

Lots of Grounds

Newly Wed: "What kind of coffee did you say this was, dear?"

Bride: "Parker House coffee."

Newly Wed: "Oh, that's it, eh! Well I couldn't find the house, but most of the grounds are here."

It's Steady at Least

Caller—"What is your son Ray's average income?"

Mother—"About midnight."—Washington Star.

Discovered

Waiter—"How did you find the steak?"

Grouch—"By looking under the potato."

No Installments Overdue

Marshal—"Did you ever lose control of your car?"

Snellgrove—"Yes, but I paid cash for this one."

How Hostilities Began

He—"You must remember, dear, you waived certain rights when we were married."

She—"Yes, love, but it wasn't a permanent wave."

As She Understood It

"This is an age of specialists," said Charles M. Schwab in a recent address, and he then related the following: "I want a girl," said the office boss to his secretary, "who is a high school graduate; I want a girl who can spell words of at least two syllables, and a girl who knows something about business; I want a girl who has ambition to become an executive."

"Yes, sir," said the secretary, looking up from her notes. "You want four girls for the inner office."

Can You Beat It?

Doctor—"It's a boy, professor."

Professor (looking up from his work)—"What is?"

This Language of Ours

Bill—"J'eat?"

Bob—"Yes, J'ew?"

Quite True

"What is a pessimist?"

"A guy who won't brush his teeth for fear of wearing them out."

Fore and Aft

A mule has 2 legs on Bhind
And 2 he has Bfore
U stand Bhind B4 U find
What the 2 Bhind B4

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JOURNAL MAIL BAG

An Appreciation

Editor, Journal of Education:—

Humane education loses a staunch supporter and friend in the passing of Dr. Edward W. Stitt, Associate Superintendent of Schools, of Greater New York. who died very suddenly on July 14.

Dr. Stitt probably did more than any other one person in the educational field to promote the teaching of humaneness in the schools of New York City and his loyal support of the Department of Humane Education of the American Society for the Prevention of Cruelty to Animals did much to establish the subject on its present splendid footing in our local schools.

The task of introducing Humane Education in the schools of New York City, in compliance with the state law passed in 1917, was attempted by the writer in 1919 and one of the first to respond and recognize its value was Dr. Stitt. His reaction was encouraging from the very start. He saw at once its possibilities for relieving conditions which at that time existed in the districts under his supervision, made up of nineteen schools on the congested lower east side.

I recall a hasty and excited visit to his office one day after a trip through the hot and crowded streets where I had witnessed sights which seemed unnecessarily cruel and abandoned.

"How," I asked, "are we to teach these children humaneness when the populace neglects and starves its animals, even throwing such helpless little things as these into ash cans?" and displayed six small and very dirty kittens which I had just rescued. Dr Stitt said he fully realized and deplored existing conditions and that he was more than willing to do all in his power to remedy them. In his kindly way he explained that the treatment of animals in that neighborhood, which to me seemed so cruel, was the result of ignorance and living conditions rather than an intent to injure or abuse.

"Can we bring the matter before the school principals and try to enlist their co-operation?"I asked.

"We not only can, but we will," Dr. Stitt replied, and at his next conference he presented the subject, not from a sentimental standpoint, but as a civic duty and as a lesson in right living, much needed in the neighborhood.

As the result of this conference I visited every school in Dr. Stitt's district, and, as is always the case when the school head co-operates, there was an immediate reaction. At the close of that school year the pupils were asked to keep a record of their vacation animal rescue work and in many instances teachers appointed children as district monitors.

Upon their return to school in the fall they were asked to write compositions on the subject: "What I Did for the Animals on the East Side This Summer." Hundreds of children responded to this request and suitable awards were made in each school.

Shortly after this Dr. Stitt became Associate Superintendent in charge of eighty-six schools in the Borough of Bronx. As an evidence of his continued interest in humane education he subscribed to the National Humane Review for each of his school principals.

Dr. Stitt was quick to grasp the advantages of correlating humaneness with other curricular subjects and took especial interest in the annual Humane Poster Contest, conducted by this society.

Dr. Stitt took an active interest in the plans being devised for character education in the public schools and recognized humaneness as an elemental factor in any such course of study. Just two days before his untimely demise an article by him appeared in the Christian Science Monitor, under the title: "The Necessity for Moral and Religious Training," in which he stated:—

"We teach religion all day long. We teach it in arithmetic by accuracy. We teach it in language by learning to say 'Yea, yea and nay, nay.' We teach it in geography by breadth of mind. We teach it by kindness to animals."

Very truly yours,
(Mrs.) H. Clay Preston.
Madison Avenue at 26th Street,
New York City.

Note: Copies of Dr. Stitt's address before the Second World Humane Conference, October 23, 1923, will be sent free of charge upon request. Address Department Humane Education, 50 Madison Avenue, New York City.

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176. Mrs. Marie Turner Harvey.
177. Salary.
178. Lee Driver. Indiana.
179. Woodrow Wilson.
180. Edward Everett Hale.

BOSTON PUBLIC SCHOOLS: The school term will begin on Thursday, September 8, 1927. Principals and Directors are required to report for duty on TUESDAY, September 6, 1927. Teachers and members of the supervising staff, OTHER THAN PRINCIPALS AND DIRECTORS, are required to report for duty on Wednesday, September 7, 1927.

Examinations for admission to the Latin and day high schools will be held as follows:—

LATIN SCHOOLS: (For admission to the Six-Year Course): On Wednesday, September 7, at 9 o'clock, A. M. Boys will be examined at the Public Latin School-house, on Avenue Louis Pasteur; girls, at the Girls' Latin School-house, on Huntington avenue, near Longwood avenue.

Candidates are required to pass an examination equivalent to that required for admission to the seventh grade of the elementary schools. The subjects of the examination will be English (including Reading, Literature and Spelling); Arithmetic; Geography; and History and Civics.

For admission to the four-year course: Candidates for admission to the four-year course in the Public Latin or Girls' Latin Schools will be examined on Wednesday, September 7, at the place, and in the subjects indicated under High Schools, below.

HIGH SCHOOLS: Examinations for admission to the high schools and to the four-year courses in the Latin schools will be held on Wednesday, September 7, 1927.

Boys and girls will be examined at The Teachers College of the City of Boston, on Huntington avenue, near Longwood avenue. The subjects of examination will be: English Language, including Reading, Writing and Spelling, Grammar and Composition; History and Civil Government of the United States; Geography; Arithmetic; French; Spanish; and Italian.

SPECIAL EXAMINATION FOR TEACHERS OF SALESMANSHIP: A special examination for teachers of salesmanship in day high schools will be held on Wednesday, September 7, 1927, in The Teachers College, Huntington avenue, beginning promptly at 9 o'clock, A. M.

For further particulars apply to the undersigned.

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